

Indiana's Response to Intervention Academy



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What words and images come to mind
when you hear “Response to Intervention”?

?

So What Is RtI...

A framework for *prevention and early intervention* which involves determining whether *all students are learning and progressing adequately* when provided with *high quality instruction and intervention*.

Integrated System for Academic and Behavioral Supports

Tier 3:

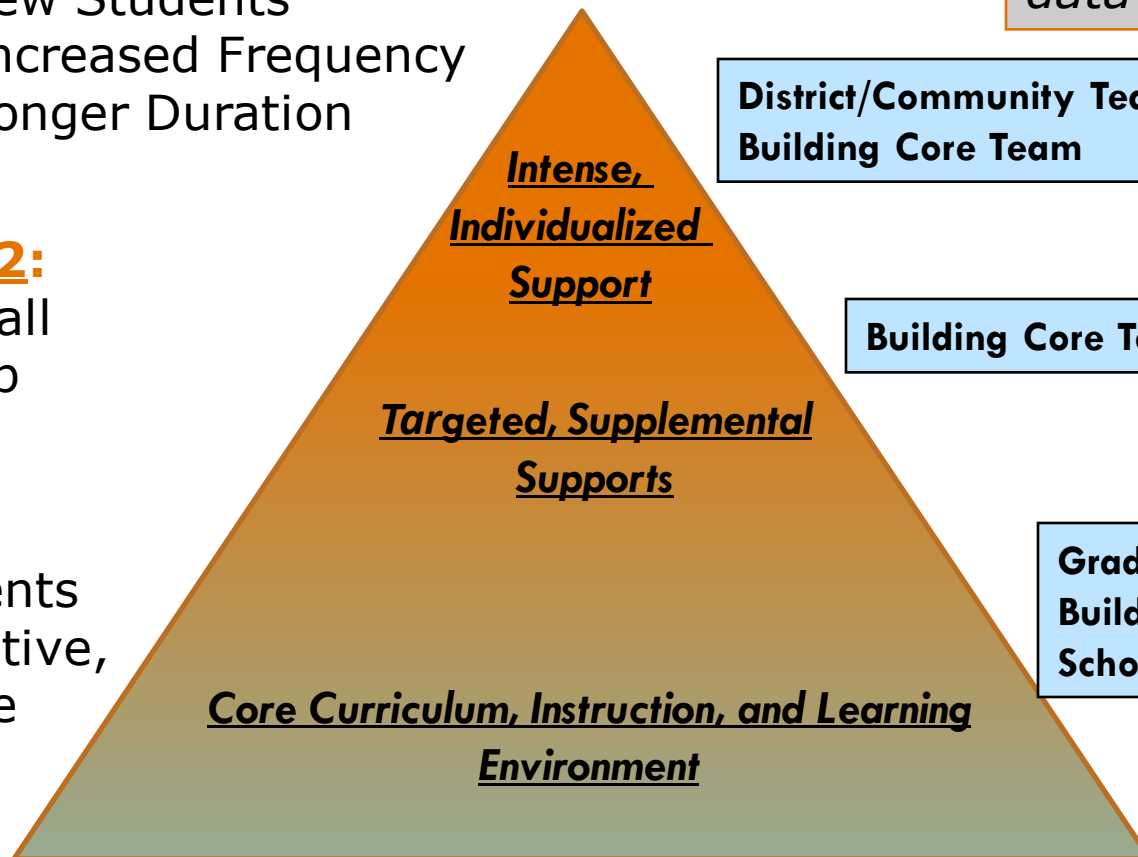
- Few Students
- Increased Frequency
- Longer Duration

Tier 2:

- Small Group

Tier 1:

- All Students
- Preventative, Proactive



District/Community Team
Building Core Team

Building Core Team

Grade Level Teams
Building Core Team
School Improvement Team

Services across tiers are fluid and data-driven

And Why Is It Needed....

- Children and Youth are in need – academically and behaviorally.
 - Estimated 1 in 10 adolescents experience a significant mental health disorder (Surgeon General's Report, 2000)
 - Indiana 4th graders in 2005, 30% were at or above proficiency in reading and 35% were at or above proficiency in math (KIDS COUNT, 2007)
 - 5.1% of youth aged 12-18 report some form of victimization at school (NCES, 2005)
 - 29% of schools report significant acts of bullying (NCES, 2005)
 - 10% or 16-24 year olds not enrolled in school and have no diploma/GED (NCES, 2003)
 - 1,700 suspension each school day; Indiana schools reported 313, 322 suspensions in 2005-06

And Where Did it Come

From...Conceptual Foundation

- ❑ Public Health Prevention and Intervention Models
(Caplan, 1964; Gordon, 1983)
- ❑ Learning and teaching environments can be designed to
 - ❑ teach,
 - ❑ Monitor progress, &
 - ❑ acknowledge positive social behaviors and academic skills
- ❑ Resulting in
 - ❑ A decrease in the development of new problems
 - AND
 - ❑ A decrease in the worsening of existing problems

And Where Did it Come

From...Research and Federal Reports

- ❑ Research base beginning in the 1970's
 - Curriculum Based Measurement; S. Deno, D. Fuchs, L. Fuchs
 - Problem Solving Method, J. Bergan
 - Reading; S. Vaughn, J. Torgeson, B. Foorman, etc.
- ❑ Various federal initiatives/reports
 - National Research Council Report, 1982
 - National Reading Panel, 2000
 - National Research Council Panel on Minority Overrepresentation Report, 2002
 - President's New Freedom Commission on Mental Health, 2003
 - National Summit on Learning Disabilities
 - President's Commission on Excellence in Special Education, 2002

Areas of Application & Connection to Other Initiatives

▣ Areas of Application

- Academic
- Behavior
- Social-Emotional Learning

▣ Connection to Other Initiatives

- Reading First
- Positive Behavior Support
- School Based Mental Health
- Crisis Prevention and Response and more...

▣ Connection to Services

- Title I
- Special Education
- Language Education Programs??? and more.....

Empirical Evidence for Tiered Systems

Emerging evidence to suggest fewer students (less than 2%) are identified as LD.

Burns, Appleton, Stehouwer, 2005

Reduction in special education *referrals* in early grades.

Tilly, 2003

Overall reduction in special education *placements*.

O'Connor, 2003

Field-based practices yield similar or stronger results than university research-based efforts.

Burns, Appleton, Stehouwer, 2005

Emerging evidence on the individual components of RTI.

Coleman, Buysse & Neitzel, 2006

Components to Consider

- ❑ Leadership
- ❑ Evidence-based core curriculum, instruction, & interventions/extensions
- ❑ Assessment and progress monitoring system
- ❑ Data-based decision making
- ❑ Cultural responsiveness
- ❑ Family, community & school partnerships

Indiana's Response to Intervention Website Tour



Moving toward Implementation

- Consensus Building
- Developing an Infrastructure
- Implementation



Necessary at
the District, &
Building Levels

A process that takes 3-6 years for full
implementation!

Where to Begin?

- Building consensus through inquiry
- Assessing current practices,
- Identifying needs,
- Developing a timeline for consensus building and infrastructure development,
- Integrating with school improvement plans and activities

Key Websites

Collaborative Problem Solving Project @ the Blumberg Center
www.indstate.edu/soe/blumberg/cpsp

National Center on Student Progress Monitoring (NCSPM)
www.studentprogress.org

National Research Center on Learning Disabilities (NCRLD)
www.nrclld.org

Research Institute on Progress Monitoring
www.progressmonitor.org

IRIS Center
<http://iris.peabody.vanderbilt.edu/>

Florida Center for Reading Research
<http://www.fcrr.org/>

Key Websites

Indiana's Vision of Response to Intervention

<http://www.doe.in.gov/indiana-rti/>

Vaughn Gross Center for Reading and Language Arts

<http://www.texasreading.org/utcrla/>

Center on Instruction

<http://www.centeroninstruction.org>

University of Oregon

<http://www.reading.uoregon.edu/curricula>

Collaborative for Academic, Social, and Emotional Learning

<http://www.casel.org>

OSEP Center on Positive Behavioral Interventions & Supports

<http://www.pbis.org/tools>

References

- Brown-Chidsey, R., & Steege, M.W. (2005). *Response to intervention: Principles and strategies for effective practice*. The Guilford Press.
- Fuchs, D., Mock, D., Morgan, P. L., & Young, C. (2003). Responsiveness-to-intervention: Definitions, evidence, and implications for the learning disabilities construct. *Learning Disabilities: Research and Practice*, 18, 157-171.
- Gordon, R.S. (1983). An operational classification of disease prevention. *Public Health Reports*, 98, 107-109.
- Gresham, F.M. (2002). Responsiveness to intervention: An alternative approach to the identification of learning disabilities. In R. Bradley, L. Danielson, & D. Hallahan (Eds.), *Identification of learning disabilities: Research to practice* (pp. 467-519). Mahwah, NJ: Lawrence Erlbaum.
- National Association of State Directors of Special Education (NASDSE). *Response to Intervention: Policy Considerations and Implementation*. (2005). Available from NASDSE Publications www.nasde.org

References

National Research Center on Learning Disabilities. (2004). *Executive summary of the NRCLD symposium on responsiveness to intervention* [Brochure]. Lawrence, KS: Author.

O'Connor (2003). *Tiers of intervention in kindergarten through third grade*. Paper presented at the Response-to-Intervention Symposium, December 4-5, 2003, Kansas City, MO. Retrieved June 12, 2006, from www.nrclld.org/html/symposium2003.

Tilly, W.D., III. (2003, December) How many tiers are needed for successful prevention and early intervention? Heartland Area Education Agency's evaluation from four to three tiers. Paper presented at the Response-to-Intervention Symposium, December 4-5, 2003, Kansas City, MO. Retrieved June 12, 2006, from www.nrclld.org/html/symposium2003.

Vaughn, S., & Fuchs, L.S. (2003). Redefining learning disabilities as inadequate response to instruction: The promise and potential problems. *Learning Disabilities Research & Practice*, 18, 137-146.

Today's Agenda

10:00 - 11:30	Session One (choose one) A. Assessment and Progress Monitoring Rebecca Martinez B. Cultural Responsivity Alyson Luther C. Leadership Kirk Freeman
11:45 -12:30	Lunch
12:45 - 2:15	Session Two (choose one) A. Data-Based Decision Making Ginger Miller B. Family, School, and Community Partnerships Glenda Hottt C. Evidence-Based Practices (Core Curriculum, Instruction, Interventions, and Extensions) Molly Seward
2:30-3:15	Panel Discussion with Presenters
3:15-3:30	Evaluations and Closing
